

# **TITLE I DISTRICT IMPROVEMENT UNDER NCLB FOR 2006-07**

NCLB Title I, Part A, Sections 1111 and 1116

As part of the *No Child Left Behind Act of 2001* (NCLB), states must use academic assessments and other indicators to annually review the progress of each district to determine whether the district makes adequate yearly progress. The document contains information about the NCLB consequences for Title I districts that do not make adequate yearly progress. This technical assistance document is intended to provide an overview of the authorizing statute and should be used in conjunction with the U.S. Department of Education policy guidance *LEA and School Improvement*, that may be found at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>.

All students that have been enrolled in the district for a full academic year are counted in the district AYP determination. The district is accountable based on the same measures used to determine if a school made AYP. Tested subpopulations of students that are not large enough to meet the minimum group size at an individual school will, in many cases, reach or surpass that number at the district level and be included in the calculation of whether or not the district made adequate yearly progress. Therefore, it is possible for a district to be identified for improvement under NCLB but have no Title I schools identified in need of improvement, corrective action, or restructuring.

## **NCLB CONSEQUENCES FOR TITLE I DISTRICTS NOT MAKING AYP**

**Tier 1 of Consequences** = District that has not made AYP for 2 **consecutive** years is identified for improvement. Tier 1 consequences include the following:

- **Revised Comprehensive District Improvement Plan** – The identified district must revise its comprehensive improvement plan to improve student achievement throughout the district.
- **Funds for Professional Development** – The identified district must annually spend at least 10% of the Title I district allocation on professional development.
- **Parent Notification** – The state provides districts with information to promptly notify the parents of each student enrolled in the schools in that district.

**Tier 2 of Consequences** = District that has not made AYP for 3 years continues to be identified for improvement (Tier 2). The 3 years do not have to be consecutive. Tier 2 includes all of the consequences listed in Tier 1 with no additional consequences.

**Tier 3 of Consequences** = District that has not made AYP for 4 years is identified for corrective action. The 4 years do not have to be consecutive. Tier 3 includes all of the consequences listed in Tier 1 and the following:

- **Corrective Action** – The state must take corrective action toward a district in Tier 3.

The consequences continue until the district has made AYP for 2 **consecutive** years.

## **District Responsibilities for a District in Tier 1 Consequences**

### **Revisions to the Comprehensive District Improvement Plan**

A district identified for Tier 1 consequences must revise its comprehensive district improvement plan no later than three months after the identification and implement the plan as soon as possible. The district must consult with parents, school staff, and others in the development of the plan. The purpose of the plan is to improve student achievement throughout the district. Therefore, the plan overall must identify actions that have the greatest likelihood of accomplishing this goal. Improving the centralized leadership structure of a district is complex. The improvement plan must analyze and address district insufficiencies as they relate to

leadership for schools, governance and fiscal infrastructures, and curriculum and instruction. Specifically, the plan must:

1. Address the fundamental teaching and learning needs of schools in the district, especially the academic problems of low-achieving students;
2. Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included on the NCLB Report;
3. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects;
4. Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year;
5. Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction;
6. Include strategies to promote effective parental involvement in the schools served by the district; and
7. Include a determination of why the district's previous plan did not bring about increased student academic achievement.

### **Funds for Professional Development at the District Level**

When a district is identified for Tier 1 consequences, it must reserve at least 10% of its Title I, Part A allocation for professional development for instructional staff across the district. The professional development is to be specifically designed to improve classroom teaching. In determining how to use these funds, the district should examine the needs of all of its schools, not just the ones that failed to make AYP. A 12 month timeline should be set to expend the funds. The district must continue to reserve and use these funds for professional development for each fiscal year it is identified for improvement. In this 10% total the district may:

1. Include the Title I, Part A funds that a school within the district reserves for professional development when it is identified for improvement.
2. Not include in the total any part of the funds designated to help teachers meet qualification requirements.
3. Count portion devoted to professional development of Title I funded curriculum/instructional coach.

## **State Responsibilities for a District in Tier 1 Consequences**

### **Notification to Parents**

When a district is identified for Tier 1 consequences, the Kentucky Department of Education provides districts with information to promptly notify the parents of each student enrolled in the schools served by that district. The notification:

1. Must explain the reasons for the identification and how parents can participate in improving the district.
2. May include a link to the district NCLB report on the KDE website instead of attaching the report.
3. Should include a contact name for the district.
4. May be mailed or emailed directly to parents and also placed on the district website, the media, or public agencies serving the student population and their families. Many districts send the notification by way of the students (back pack letters) and include the notification in school newsletters instead of through the mail.

## **Technical Assistance**

If requested, the Kentucky Department of Education must provide technical assistance to a district identified for Tier 1 consequences. The technical assistance is to help the district:

1. Develop and implement its required plan;
2. Work more effectively with its schools identified for improvement; and
3. Address problems the district may have with implementing parental involvement measures and providing high-quality professional development.

## **District Responsibilities for a District in Tier 2 Consequences**

The district must continue all of the consequences in Tier 1. There are no additional consequences for a Tier 2 district. The district must continue to:

1. Review and implement the revisions in its comprehensive improvement plan.
2. Spend at least 10% of its Title I district allocation for professional development for each fiscal year that the district is in improvement.

## **State Responsibilities for a District in Tier 2 Consequences**

There are no additional consequences from the Kentucky Department of Education for a Tier 2 district.

1. Parents must be notified annually of the progress made by the district.
2. Since this is the second year of improvement, the district may include in the notification information about programs/ activities/ professional development/ etc. that the district has put into place to assist in improving instruction throughout the district.

## **District Responsibilities for a District in Tier 3 Consequences**

The district must continue all of the consequences in Tier 1. The district must continue to:

1. Spend at least 10% of its Title I district allocation for professional development for each fiscal year that the district is in improvement.

## **Revisions to the Comprehensive District Improvement Plan**

A district identified for Tier 3 corrective action must revise its comprehensive district improvement plan no later than three months after the identification. The district must consult with parents, school staff, and others in the development of the plan. The purpose of the plan is to improve student achievement throughout the district. The plan must be submitted to the Kentucky Department of Education for review and approval. The plan must be implemented as soon as possible after approval has been given. The plan must specify how deferred funds will be used. (See *State Responsibilities for a District in Tier 3 Consequences*.) The plan must:

1. Address the fundamental teaching and learning needs of schools in the district, especially the academic problems of low-achieving students;
2. Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included on the NCLB Report;
3. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects;
4. Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year;
5. Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction;

6. Include strategies to promote effective parental involvement in the schools served by the district; and
7. Include a determination of why the district's previous plan did not bring about increased student academic achievement.

### **State Responsibilities for a District in Tier 3 Consequences**

Parents must be notified annually of the progress made by the district. The district must notify parents that the district is identified for corrective action under NCLB.

#### **Corrective Action Toward Tier 3 Districts**

Corrective action is the collective name given to steps taken by the state that substantially and directly respond to serious instructional, managerial, and organizational problems in the district that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics. As required by NCLB, the Kentucky Department of Education (KDE) must take corrective action in a district that has not made AYP for four years (Tier 3 districts). The state must provide technical assistance while instituting the corrective action. The KDE will provide a system of assistance through one of the following. A district may select or be selected for one of these:

- Voluntary Partnership Assistance Team (VPAT) – A five-member team (with representatives from KDE, Kentucky Association of School Superintendents and Kentucky School Board Association) will support the district in implementing the improvement plan.
- State Assistance Team (SAT) – KDE cross-agency staff will support the district in implementing the improvement plan.
- Network Assistance Team (NAT) – The district will participate in a network proven effective in improving student achievement and building leadership capacity for support in implementing the improvement plan.

#### **Deferring Title I, Part A Funds in Tier 3 Districts**

The KDE will require Tier 3 districts to defer Title I, Part A funds, which may be used to support the work generated from the assistance team and the district improvement plan. The following chart explains the formula used to determine the amount of Title I, Part A funds to be deferred as a corrective action taken by the state. The formula starts with a percentage of the Title I allocation based on the percent of AYP targets missed by the district (number of targets missed divided by the number of targets for the district) on the NCLB Report. An additional amount (\$5,000 - \$9,000) is added to the formula based on the district's enrollment.

<b>Amount of Title I, Part A District Funds to be Deferred</b>	
Targets missed on 2006 NCLB Report = % of Title I district allocation:	District enrollment = additional amount from Title I district allocation:
<10% = .1%	<2000 = + \$5,000
>10% <16% = .2%	>2000 <5000 = + \$6,000
>16% <25% = .3%	>5000 <8000 = + \$7,000
>25% <50% = .4%	>8000 < 14000 = + \$8,000
>50% = .5%	>14000 = +9,000

The following chart shows the specific amount that will be deferred for the Tier 2 districts should they move to Tier 3 status. The chart is based on 2005 NCLB Reports and the 2005-06 Title I, Part A district allocation. When new data becomes available, the amounts will be recalculated based on:

- The percent of AYP targets missed on the 2006 NCLB Report; and
- The 2006-07 Title I, Part A district allocation.

<b>(Possible) Tier 3 Districts and Title I Amount Deferred</b>								
<b>District</b>	<b># 2005 AYP Targets Missed</b>	<b># 2005 AYP Targets</b>	<b>% 2005 AYP Targets Missed</b>	<b>2005-06 Title I, Part A Allocation</b>	<b>Amt Based on % Targets Missed</b>	<b>District Enrollment</b>	<b>Amt Based on Enrollment</b>	<b>TOTAL TITLE I DEFERRED (Targets + Enroll)</b>
Adair Co	2	13	15.38%	\$1,073,532	\$2,147	2,662	\$6,000	\$8,147
Allen Co	3	13	23.08%	\$746,044	\$2,238	3,023	\$6,000	\$8,238
Augusta Ind.	1	7	14.29%	\$68,230	\$136	292	\$5,000	\$5,136
Barren Co	2	13	15.38%	\$815,933	\$1,632	4,245	\$6,000	\$7,632
Bath Co	1	10	10.00%	\$632,335	\$1,265	1,985	\$5,000	\$6,265
Bell Co	2	13	15.38%	\$1,701,176	\$3,402	3,108	\$6,000	\$9,402
Bourbon Co	1	13	7.69%	\$464,775	\$465	2,652	\$6,000	\$6,465
Boyd Co	2	13	15.38%	\$720,234	\$1,440	3,362	\$6,000	\$7,440
Breathitt Co	5	13	38.46%	\$1,418,817	\$5,675	2,197	\$6,000	\$11,675
Bullitt Co	4	13	30.77%	\$1,289,101	\$5,156	11,844	\$8,000	\$13,156
Campbell Co	2	13	15.38%	\$240,697	\$481	4,806	\$6,000	\$6,481
Carroll Co	2	13	15.38%	\$397,704	\$795	1,778	\$5,000	\$5,795
Carter Co	3	13	23.08%	\$1,721,286	\$5,164	4,865	\$6,000	\$11,164
Casey Co	1	13	7.69%	\$1,132,164	\$1,132	2,414	\$6,000	\$7,132
Christian Co	6	16	37.50%	\$3,369,748	\$13,479	9,058	\$8,000	\$21,479
Clark Co	3	16	18.75%	\$1,191,184	\$3,574	5,437	\$7,000	\$10,574
Cloverport Ind.	2	7	28.57%	\$77,895	\$312	308	\$5,000	\$5,312
Covington Ind.	9	16	56.25%	\$2,505,486	\$12,527	3,847	\$6,000	\$18,527
Cumberland Co	2	10	20.00%	\$453,247	\$1,360	1,111	\$5,000	\$6,360
Danville Ind.	3	16	18.75%	\$475,168	\$1,426	1,770	\$5,000	\$6,426
Fayette Co	9	16	56.25%	\$8,251,330	\$41,257	33,887	\$9,000	\$50,257
Fleming Co	3	13	23.08%	\$754,022	\$2,262	2,420	\$6,000	\$8,262
Fulton Co	3	13	23.08%	\$337,454	\$1,012	661	\$5,000	\$6,012
Gallatin Co	5	10	50.00%	\$341,642	\$1,708	1,556	\$5,000	\$6,708
Grayson Co	2	13	15.38%	\$1,223,816	\$2,448	4,179	\$6,000	\$8,448
Green Co	1	13	7.69%	\$537,350	\$537	1,601	\$5,000	\$5,537
Hardin Co	4	22	18.18%	\$2,919,360	\$8,758	13,498	\$8,000	\$16,758
Henderson Co	3	16	18.75%	\$1,459,758	\$4,379	6,897	\$7,000	\$11,379
Jefferson Co	6	25	24.00%	\$29,796,464	\$89,389	92,200	\$9,000	\$98,389
Jessamine Co	2	16	12.50%	\$1,442,188	\$2,884	7,140	\$7,000	\$9,884
Knott Co	3	13	23.08%	\$1,427,346	\$4,282	2,602	\$6,000	\$10,282
Knox Co	6	13	46.15%	\$2,772,415	\$11,090	4,797	\$6,000	\$17,090
LaRue Co	2	13	15.38%	\$581,630	\$1,163	2,421	\$6,000	\$7,163
Laurel Co	2	13	15.38%	\$3,049,059	\$6,098	9,008	\$8,000	\$14,098
Lawrence Co	5	13	38.46%	\$1,162,621	\$4,650	2,577	\$6,000	\$10,650
Leslie Co	4	13	30.77%	\$1,064,159	\$4,257	1,959	\$5,000	\$9,257
Letcher Co	4	13	30.77%	\$1,339,642	\$5,359	3,320	\$6,000	\$11,359
Lincoln Co	2	13	15.38%	\$1,353,184	\$2,706	4,180	\$6,000	\$8,706
Madison Co	4	16	25.00%	\$2,342,039	\$9,368	10,110	\$8,000	\$17,368
Martin Co	5	13	38.46%	\$1,180,994	\$4,724	2,256	\$6,000	\$10,724

<b>(Possible) Tier 3 Districts and Title I Amount Deferred</b>								
<b>District</b>	<b># 2005 AYP Targets Missed</b>	<b># 2005 AYP Targets</b>	<b>% 2005 AYP Targets Missed</b>	<b>2005-06 Title I, Part A Allocation</b>	<b>Amt Based on % Targets Missed</b>	<b>District Enrollment</b>	<b>Amt Based on Enrollment</b>	<b>TOTAL TITLE I DEFERRED (Targets + Enroll)</b>
Monroe Co	3	13	23.08%	\$752,092	\$2,256	2,032	\$6,000	\$8,256
Pendleton Co	1	13	7.69%	\$474,019	\$474	2,776	\$6,000	\$6,474
Perry Co	3	13	23.08%	\$2,041,786	\$6,125	4,287	\$6,000	\$12,125
Pulaski Co	2	13	15.38%	\$2,265,483	\$4,531	7,620	\$7,000	\$11,531
Russellville Ind.	4	13	30.77%	\$498,849	\$1,995	1,141	\$5,000	\$6,995
Shelby Co	6	19	31.58%	\$751,681	\$3,007	5,856	\$7,000	\$10,007
Simpson Co	2	16	12.50%	\$626,335	\$1,253	3,047	\$6,000	\$7,253
Todd Co	2	13	15.38%	\$644,713	\$1,289	2,001	\$6,000	\$7,289
Trigg Co	3	16	18.75%	\$388,608	\$1,166	2,072	\$6,000	\$7,166
Webster Co	1	13	7.69%	\$249,197	\$249	1,881	\$5,000	\$5,249

A Tier 3 district is required to reserve the amount listed on the chart as a part of the district set-asides on the Title I Ranking Report. The funds cannot be expended until the district plan has been developed and approved. At that time funds must be expended for implementation of the plan during the 2006-07 school year (including summer).

Other funds must also be used to implement the revisions in the district plan. The 10% of the district Title I allocation for professional development must be directed toward identified needs and used to improve teaching across the district. If a "team leader" is needed to facilitate the interventions for the district, the portion devoted to professional development may be counted toward the 10% requirement. If the district has participated in Title VI (Rural Low-Income Schools Program or Small Rural Schools Achievement Program) for three years and is identified for corrective action, the district must spend all of its Title VI funds for improvement activities. Title V funds (Innovative Programs) may be used for improvement activities. **The district must assume the full cost of funding the revisions to the district plan.**

A district exits from corrective action status when it makes adequate yearly progress (AYP) for two (2) consecutive years following its identification for corrective action. If a district fails to make AYP after one (1) year of being identified for corrective action, the KDE may defer additional Title I, Part A funds or reduce the amount of funds that may be used for district administrative costs.